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ABSTRACT

This junior high teaching unit introducing career clusters is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to introduce students to twelve career clusters and allow them to explore occupations which fit present interests and skills. The twelve clusters are agribusiness and natural resources, business and office, communications and media, construction, consumer and homemaking, environment, fine arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, and personnel services. (For units on occupations within the clusters, see CE 025 738-765.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE
#16

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

AN INTRODUCTION TO THE CAREER CENTER

and

AN INTRODUCTION TO CAREER CLUSTERS

CE 025 153

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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September, 1977

FOREWORD

Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

Patricia Alexander
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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

AN INTRODUCTION TO THE CAREER CENTER

and

AN INTRODUCTION TO CAREER CLUSTERS

CONTENTS

	Page
FOREWORD	1
RATIONALE	1
GOALS AND PERFORMANCE OBJECTIVES	1
INSTRUCTIONAL STRATEGY	2
EVALUATION	2
NEEDED INSTRUCTIONAL RESOURCES	2
INSTRUCTIONAL ACTIVITIES	3
PRETEST AND POST TEST	11
SUPPLEMENT: CLUSTER EXPLORATIONS	12
SPECIAL SUPPLEMENT: A BIRD'S-EYE VIEW OF OCCUPATIONAL CLUSTERS	

An Introduction to the Career Center

and

An Introduction to Career Clusters

RATIONALE

Careful career decisions are necessary in our society, since many people will work for at least 40 years. Early and thoughtful planning is important if individuals are to satisfy their unique needs, goals, and interests.

This unit introduces students to the career clusters and allows them to explore occupations which fit their present interests and skills.

GOALS

Through this unit, the students will:

-Appreciate the importance of studying careers.

-Learn how to use a career center and its materials.

-Become aware of the correlation between occupations and possible life styles.

-Explore the relationship between data, people, things and occupations.

-Learn about Career Clusters.

PERFORMANCE OBJECTIVES

By the end of this unit, students will be able to:

-Use a career center and its materials properly.

-Name at least three Career Clusters and supply two jobs within each category.

-List at least three ways occupations can affect life styles.

-Name at least two goals they hope to achieve through their careers.

-Identify themselves as more interested in data, people or things.

-List at least two data jobs, two people jobs and two thing jobs.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

NEEDED INSTRUCTIONAL RESOURCES

A career center, set up in the classroom or library, or a special career center serves as an important resource for the first part of this unit. All of the materials should be arranged so that they are easily accessible to the students, since they will need to become familiar with the arrangement of materials and their proper use. It may be possible to cooperate with a high school or public library to provide a career center for this unit.

A film or filmstrip about career clusters is an important resource for this unit.

*If none are available, contact Janet Wells, Career Education Resource Teacher, Kern County Superintendent of Schools, 834-3700, about possibilities for borrowing. **Also contact concerning new mobile career center.

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER: OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS
(Please preview first, to be certain of suitability for specific students and situations).

Films:
- MP 2683 Revolution is Relevance (7-12)
- FS 1183 What are Job Families? (7-12)
- FS 1186 What Good is School? (7-12)
- MP 2462 Your Job: Finding the Right One (9-12)
- MP (counselor films series) Is a Career in _____ For You? (9-12)
- MP 699 After High School What? (8-12)
- MP 2674 I Never Went Back (9-12)
- MP 2618 I'm Not Stupid (6-12)

An Introduction to the Career Center

and

An Introduction to Career Clusters

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

   Take the written pretest to determine the level of understanding which you bring to this unit.

2. CAREER CENTER INFORMATION UNIT

   The Career Center is a resource for you--a place where you can find many kinds of help in making plans for your future. If you get acquainted with the material in the Career Center and know how to locate it easily, you will be able to find the information you need. Complete this worksheet using posters and signs in the Career Center, audio-visual equipment, and materials on display and in the occupational files.

   This exercise is not designed to test your knowledge, but to acquaint you with a Career Center. Ask questions if you need help!

   a. Look for information and list two ways besides college to get more education or training after high school:

      _____ _____

   b. Name a pamphlet that offers help in planning your career:

      _____

   c. What are the first three Dewey Decimal numbers of career books found in the library?

      _____

   d. List one branch of the armed forces and a career training program offered by it:

      _____

   e. List two services of a Career Center:

      _____

   f. Who publishes the Occupational Outlook Handbook?

      _____

g. If you were interested in becoming a veterinarian, which occupational file would you look in? (Give file number.)

_____

h. Name one business or technical training school whose brochure we have in the Career Center:

_____

i. On what page in the Occupational Outlook Handbook would you find information on training requirements for a Registered Nurse?

_____

j. Give the title of one book or pamphlet that is helpful in making college plans.

_____

k. A high school program which allows students to work on a job for school credit is:

_____

l. Describe a job opportunity currently listed in the Career Center:

_____

m. To what address are Social Security card applications mailed?

_____

n. Name two college catalogues currently available in the Career Center:

_____

To the teacher: It may be necessary to adjust this worksheet to better apply to the library or career center resources available at local sites.

3. PEOPLE...DATA...THINGS

All occupations involve working with people, data, things, or a combination of two or three of these. Finding how your own interests and abilities fit into one or more of these areas is a first step in investigating careers that might be for you.

Some basic activities involved in these three areas. Place an X at the left of statements describing activities which interest you.

Data Jobs:

_____ interpreting symbols, formulas, graphs, diagrams

_____ transcribing, entering or posting data

_____ performing mathematical computations and reporting them

_____ examining and determining the worth of data (figures, facts, reports)

_____ gathering, comparing or classifying information

_____ determining time, place and sequence of operations or actions

_____ putting together data to discover or to clarify facts, knowledge, beliefs or concepts

_____ recording data

People Jobs:

_____ counseling people with mental, physical or personal problems

_____ negotiating with people

_____ talking to total strangers

_____ serving others

_____ persuading others to accept your ideas or your point of view

_____ telling other people what to do

_____ being close and friendly with people

_____ teaching people skills

Things Jobs:

_____ setting up machine tools and other types of equipment

_____ feeding, taking away from a machine, assembling products

_____ driving vehicles, moving or transporting people and materials

_____ assembling parts by hand

_____ controlling speed of equipment, manipulating levers and regulating devices

_____ drawing symbols, graphs, charts, diagrams

_____ handling and storing materials

_____ questioning how things work or how they are put together

List five jobs which you think would come under each of these basic types of work.

a. Working with people: _____
_____
_____
_____
_____

b. Working with data: _____
_____
_____
_____
_____

c. Working with things: _____
_____
_____
_____
_____

What do all these jobs have in common? Circle the right answer.

a. Babysitting, usher[illegible]ng, entertaining, sales clerking, waitress, nurse's aide

All these jobs involve working with: data people things

b. Housecleaner, truck driver, material handler, machine tender, painter, builder

All these jobs involve working with: data people things

c. Office clerk, accountant, programmer, song writer, mathematician, engineer

All these jobs involve working with: data people things

d. Salesman, teacher, lawyer, singer, secretary, manager, nurse, politician

All these jobs involve working with: data and people people and things data and things

e. Airplane pilot, scientist, statistician, researcher

All these jobs involve working with: things and data data and people things and people

f. Photographer, foreman, interior decorator, surgeons

All these jobs involve working with: things and people data and people things and data

g. Counselor, clergyman, teacher

All these jobs involve working with: data people things

h. Mechanic, dental technologist, butcher, radio serviceman

All these jobs involve working with: data people things

4. DOIN' IT WITH CLUSTERS

The Cluster approach to career planning groups jobs into families; all members of the cluster have a number of common characteristics. By grouping jobs together, it is possible for a person to study about and train for a whole group of jobs instead of just one. There are jobs at all levels of training and skill within each cluster.

There are several ways to put jobs into clusters or families. Learn about one popular way by studying A Birds Eye View of Occupational Clusters, on the next page. Also, see a film or filmstrip about this clustering system. Then complete the matching exercise.

_____ 1. Agri-Business and Natural Resource Cluster

_____ 2. Business and Office Cluster

_____ 3. Communications and Media Cluster

_____ 4. Construction Cluster

_____ 5. Consumer and Homemaking Cluster

_____ 6. Environment Cluster

_____ 7. Fine Arts and Humanities Cluster

_____ 8. Health Cluster

_____ 9. Hospitality and Recreation Cluster

_____ 10. Manufacturing Cluster

_____ 11. Marine Science Cluster

_____ 12. Marketing and Distribution Cluster

_____ 13. Personal Services Cluster

_____ 14. Public Services Cluster

_____ 15. Transportation Cluster

a. Doing for and being with people; caring for their comfort and enjoyment
b. Caring for and repairing the human body and mind
c. Studying customers, appealing to their needs and selling them something
d. Keeping orderly records of people, information, and money
e. Creating something beautiful; expressing yourself and your impressions
f. Moving goods and people from one place to another
g. Protecting, educating, improving living conditions for community members
h. Preserving the natural environment to maintain its resources
i. Planning, building, repairing, maintaining buildings and highways
j. Working with foods, clothing, and home furnishings
k. Getting information to people
l. Working with animals, crops and natural resources

A BIRD'S-EYE VIEW
OF
OCCUPATIONAL CLUSTERS

AGRI-BUSINESS AND NATURAL RESOURCES

Do you enjoy planning, planting, and growing things; being outdoors; being with and caring for animals, or protecting and saving the things around them, including the prevention and/or repair of damage by man? This cluster includes those who produce, care for, and manufacture and/or sell the things related to plants and animals. It includes the removal of nature's riches from the earth and using the land to raise animals and crops.

Some occupations in this area:

horticulture
crop farming
poultry & livestock
crop dusters
irrigation engineers
archaeologists
geologists
mining
landscaping
tree surgery
farm machinery
grain & seed production
fish & wildlife preserves
environmental engineers
veterinary

BUSINESS AND OFFICE

Have you ever wondered what it would be like to work in an office all day? Business is built on paper. The making and maintaining of records requires millions of work hours annually, and there is a wide variety of workers ranging from clerical jobs to those in management.

Some occupations in this area:

bookkeeper
computer operator
typist
broker
tax clerk
secretary
proofreader
claims clerk
receptionist
data processing
realtor
accountant
teller
systems analyst
underwriter
bank manager

COMMUNICATIONS AND MEDIA

Getting information to people involves a multitude of jobs. Would you like working for the telephone company, a newspaper, a book publisher, or a radio or television company? This cluster conveys ideas of others to the public through verbal, pictorial, or electronic means.

Some occupations in this area:

Electronic

- telephone
- radio:
  - technicians
  - directors
  - newscasters
  - lineman
- television
- machinists
- disc jockeys
- cameraman
- scenic designers
- movies
- make-up artists
- teleprompters
- operators
- telegraphers

Graphic

- books
- newspapers:
  - ad writers
  - illustrators
  - typesetters
  - compositor
- binders
- copy boys
- engraver

Oral-Physical

- sports
- music
- entertainment
- drama:
  - designers
  - actors
  - poets
  - athletes
- art
- musicians
- stage managers
- writers

CONSTRUCTION

Are you talented with your hands? Do you find satisfaction in building or making things? Everyone is interested in watching a building or a house go up. Construction also includes those who are concerned with the building and maintenance of bridges and highways.

Some occupations in this area:

- surveyors
- contractors
- designers
- architects
- hod carriers
- high & bridge engineers & technicians
- bricklayers
- electricians
- plumbers
- carpenters
- masons
- bulldozer operators
- sheet metal workers

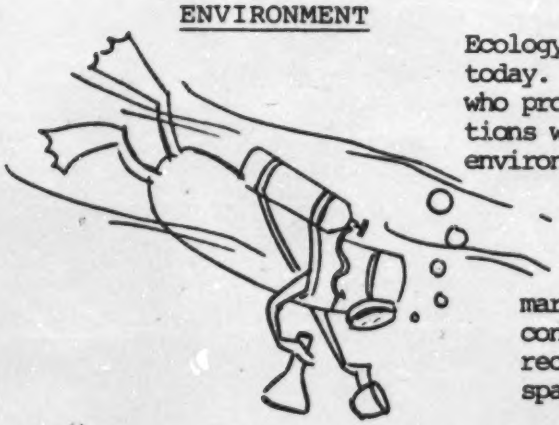
CONSUMER AND HOMEMAKING

Consumer needs, services provided to families, child care, producing fabrics and changing them to clothing and furnishings; all of these provide a number of unique jobs. This occupational cluster includes jobs with food, clothing and textiles, home furnishing, and families.

Some occupations in this area:

waitress	chef	upholsterers
butcher	baker	warehouse
clerks	stock clerks	salesmen
clothing designer	furniture repair	grocer
cabinet maker	refinisher	produce clerk
	caterer	

ENVIRONMENT



Ecology and conservation are vital issues in the world today. Environmental science occupations include those who provide the support, engineering, or research functions which permit maximum balance between man and his environment.

Some occupations in this area:

marine scientist	ecologist
conservation	reclamation
recycling	air, water & soil
space technology	purification

FINE ARTS AND HUMANITIES

Creating, writing, performing, and studying are all part of this cluster. Jobs are with music, drama/theatre, dance, history, museums, arts, crafts, and language.

Some occupations in this area:

poet	musician	philosopher
historian	author	physicist
choreographer	stage hands	director

HEALTH

People work in a variety of ways to assist in caring for and repairing the human body and mind. They include those who work directly or indirectly for those who are sick or hurt. They may be involved in research, laboratory work, or technological and practical assistance to those who deal directly with patients.

Some occupations in this area:

paramedics
lab technician
doctors
surgeons
dental technician
anesthesiologist
orderly
dietician
dentists
biochemists
mental hygienist
practical nurses
inhalation therapists
physical therapists
x-ray technicians

HOSPITALITY AND RECREATION

Leisure time is an important aspect of everyone's life. It requires the work of people who are involved in such areas as sports, crafts, travel, and motel operation.

Some occupations in this area:

motel and hotel operators
amusement parks
golf clubs & tennis courts
tour guides
boat builders
parks & recreation departments
hobbies & crafts
marina operators
swimming pool operators

MANUFACTURING

Manufacturing occupations include those who are responsible for the production of goods upon which both society and the individual depend.

Some occupations in this area:

tool & die maker
foreman
engineer
machine operator
autobody mechanic
solderer
safety director
test pilot
test driver
market analyst
consumer research specialist
welder
line production worker
research & development analyst
quality-control analyst
personnel manager

MARINE SCIENCE

Marine science includes all jobs concerning the oceans and the plants, animals, and minerals in the oceans.

Some occupations in this area:

marine biologist
oil & mineral exploration
waterway engineering
marine agriculture
oceanography
mineralogist
scuba diving

traffic and transportation specialist

MARKETING AND DISTRIBUTION

Marketing and distribution occupations include those who work to deliver goods and services to the consumer public. It includes buying, stocking, advertising, and selling goods to customers.

Some occupations in this area:

market analyst
shipping clerk
warehouseman
clothing and furniture merchandiser
sales person
advertising
delivery man

PERSONAL SERVICES

Our society relies on personal services everyday. These occupations include those who deal directly with the consumer to provide those unique services which add to consumer comfort, enjoyment, and well-being.

Some occupations in this area:

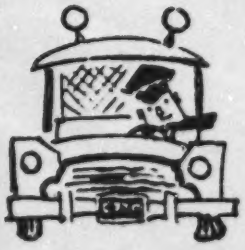
barber
cosmetologist
lifeguard
shoe repair
governesses
real estate
modeling
hairstyling
stewardess
social director
housekeepers
day-care aide
salesmen
tailor
undertaking
pet grooming, boarding & training
valets
gas station attendants
travel agents
photography

PUBLIC SERVICES

Public service personnel fill a vital need in our community. They provide instruction, guidance, and religicus, legal and social benefits. They include employees of local, state, and federal governments, members of the armed forces, workers in protective services and education.

Some occupations in this area:

lawyer
minister
fireman
caseworker
community aide
probation officer
judge
counselor
policeman
welfare worker
community planning
teacher
warden
all "government" employees
employment services
utilities
military

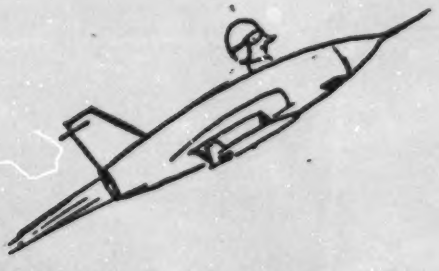


TRANSPORTATION

Transportation occupations include those who work in the two broad areas of passengers or freight. Most passenger service is provided by bus, plane, and rail. The movement of cargo involves a variety of jobs working with the airlines, railroads, aboard ship, on trucks or buses.

Some occupations in this area:

pilots
navigators
longshoremen
mechanics
customs investigators
radar operators
signal foreman
translators
timekeepers
bus driver
engineer
dockmen
duty clerks
truckers
radar operators
dispatcher
ticket agent
shipping clerk
winch operators
weighing clerk
air traffic controller
freight & claims agent



YOUR CHOICE:

5. TWENTY THINGS YOU LOVE TO DO
(Adapted from Values Clarification, by Raths, Harmin, and Simon)

Take a clean sheet of lined paper, and write the numbers from 1 to 20 down the middle of the paper. To the right of the numbers, make a list of 20 things in life that you love to do. (You may have a few more or less than 20 items on your list.)

Now code your list:

a. Put a dollar sign ($) next to any item which costs more than $3.00 each time it is done.

b. Put a letter A next to items which you really prefer to do ALONE; a P next to items which you prefer to do with other PEOPLE; the letters A-P go next to activities which you enjoy doing equally well alone or with other people.

c. Place the numbers 1 through 5 beside the five most important items. Number the most important 1, the second most important 2, and so on.

d. Use the code letters MT for items to which you think you will want to devote increasingly MORE TIME in the years to come.

e. Place a 5 beside items you think will appear on your list five years from now.

f. Place a 10 beside items which you think will appear on your list ten years from now.

g. Place the letters KC beside activities which you would find more difficult to do if you moved away from the Kern County area.

Share your reactions with those of your friends in a small group discussion. What values do you see reflected in each person's choice? Look at your choices and consider some of the following values which influence our life style: wealth, leisure time, geographic location, recognition, fame, sense of accomplishment, security, creativity, choice of friends. Your choices of the things you love to do reflect these values and shape your life style, both now and for the future. Keep them in mind as you study careers.

6. CAREERS AND LIFE STYLES

What do adult workers today think about their careers and their life styles? INTERVIEW a parent or other adult. Ask him/her:

a. How did you get into your career?

b. If you could choose again, would you choose a different career from the one in which you are now employed?

c. How does your choice of career influence the life style you have now?

d. Which of these values seems most important to you as it relates to your career: wealth, leisure time, geographic location, recognition, fame, sense of accomplishment, security, creativity, choice of friends.

SHARE the results of your interview with your class or a small group of other students.

ALL:

7. POST TEST

Take the written post test to discover how much you have learned about careers during the course of this unit.

PRETEST AND POST TEST

Circle the correct answers.

1. The following are sources of career information:

   O.O.H. D.O.T. C.F.Y.C.

2. Your choice of occupations can affect:

   Your choice of friends
   Where you live
   Your recreational activities

3. Personal service occupations include working:

   In hotels On farms In business offices

4. Interpreting symbols, formulas and graphs is part of a

   Data job People job Things job

5. Assembling parts by hand is part of a

   Data job People job Things job

6. Which career clusters are improperly grouped?

   Fine Arts and Humanities
   Agriculture and Distribution Occupations
   Consumer and Homemaking
   Public Service and Transportation Occupations
   Industrial and Construction Occupations

Fill in the following answers:

7. Name two ways to prepare for a career:

   _____ _____

8. What is one goal you hope to achieve through your career?

   _____

9. List two ways occupations can affect life styles.

   _____

   _____

10. List two Career Clusters and name two jobs in each.

    cluster: _____

    1. _____ 2. _____

    cluster: _____

    1. _____ 2. _____

CLUSTER EXPLORATIONS

A Supplement To

AN INTRODUCTION TO CAREER CLUSTERS

This supplement is designed to provide introductory activities in each of twelve career clusters. These clusters are very similar, but not identical to the clustering system used in An Introduction to Career Clusters. Each cluster is treated separately; its sub-clusters are named and sample occupations in each sub-cluster are listed, along with the level of training required for each occupation.

A student-centered experiential activity in each cluster follows. These are designed to be used by a student, a small group of students working together, or by the entire class. Some involve the use of the school's Career Center to facilitate career exploration; other resources are not necessary. These activities help each student explore the cluster or clusters which most interests him or her.

AGRICULTURE AND ECOLOGICAL STUDIES CLUSTER

Sub-Clusters:	Farming, Floriculture, and Horticulture	Forestry, Fishing, and Wildlife	Landscape Design and Construction	Veterinarian
Sample Careers:	Agriculture Agent C Botanist C Farmer C Gardener Helper A Groundskeeper A-B Nurseryman/Woman A-B	Conservationist C Fisherman/Woman A Park Ranger C Zookeeper A-B-C	Landscape Architect C Landscape Contractor B-C Landscape Worker A	Animal Caretaker A Animal Groomer A-B Veterinarian C Veterinarian Ass't. A-B

(A = Entry Level; B = Trade, Technical, or Community College Program; C = Four-year College or University)

Careers in the Agriculture and Ecological Studies Cluster share an involvement with living things; many of these careers require that much of the work be done outside. A single "product"--whether it is a crop, an animal, or the complex interrelationship of living things in a park or preserve--may receive the services of people in many of these occupations. A hybrid tomato plant, would be bred and developed by the botanist, grown under the care of the nurseryman or woman, and recommended to the farmer by the agriculture agent.

Study one occupation from this cluster using the "Career Information Worksheet," at the back of this unit, to take notes about your occupation. With what things is a person in that occupation most concerned? With what other occupational categories does a person in this job work most closely?

Write a paragraph OR make a poster showing the responsibilities of several occupations to a single product.

BUSINESS AND OFFICE OCCUPATION

Sub-Clusters:	Accounting, Budgeting and Auditing	Cashiering and Credit	Computer Related	Economics, Insurance, Investments, Real Estate
Sample Careers:	Accountant B-C Accounting Clerk A-B Bookkeeper A-B Office Machine Operator A-B	Bank Cashier A-B-C Bank Teller A-B Bill Accounts Collector A-B Savings and Loan Officer C	Card Punch Op. A Computer Programmer B-C Computer Specialist and Tech. B-C Key Punch Op. A-B	Economist C Insurance Agent B-C Property Manager B-C

Sub Clusters:	Personnel Labor Relations	Secretarial and Clerical
Sample Careers:	Employment Interviewer A-B-C Employment Manager B-C Labor Union Official B-C	Clerk Typist A Court Recorder B File Clerk A Secretary, General A-B Secretary, Legal B Secretary, Medical B

(A = Entry Level; B = Trade, Technical, or Community College Program; C = Four-year College or University)

Jobs in the Business and Office Occupations Cluster are primarily concerned with data, with keeping records about people, money, products. A variety of skills including manual dexterity, mathematical accuracy, and a sense of organization and neatness contribute to success and satisfaction in these fields.

The presence of hundreds of students at a junior high school generates a large amount of data. Records are kept on their attendance, grades and test scores; schedules must be kept and budgets followed. Your own school employs a number of people in business and office occupations. Although they do not work in the classroom, these workers perform services which are important in the life of the school. With your teacher's approval, interview members of your school's office staff. (If several of you are working together, divide the responsibilities so each person is interviewed only once!) · Find out:

1. The title of the job which he or she holds.
2. The specific duties which he or she is expected to perform. Does it involve working with people? With data? With things?
3. The type of training required for the job.
4. The chances for advancement with City Schools.

Generally, do not ask questions about salary. Many people consider this a very personal subject.

COMMUNICATIONS AND MEDIA OCCUPATIONS CLUSTER

Sub-Clusters:	Graphic Communications	Library	Media, Broadcasting, and Recording	Media Production
Sample Careers:	Artist A-B-C Layout and Graphic Artist A-B Lithographer A Silk Screen Printer A	Cataloging Clerk A Librarian C Library Ass't. A School Media Aide A School Textbook Clerk A	Actor/Actress A-B-C Announcer B Director A-B-C Disk Jockey B Producer A-B-C	Cable TV Installer A-B Camera Operator A-B Radio Station Operator A-B Radio/TV Program Manager or Director A-B-C

Sub-Clusters:	Telephony	Writing, Reporting, and Language
Sample Careers:	Directory Assistance Operator A Telephone Lineman/Woman A-B Telegraph Op. A Radio Operator A-B	Art Critic C Author A-B-C Columnist C Correspondent C Editor C Playwright A-B-C Tech. and Science Writer A-B-C

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Communications and Media Occupations include positions which involve a wide variety of skills: working with people, with data, with things. Each job is essential to the overall purpose of communication, allowing the flow of ideas from one person to another.

Working with a group of students, illustrate the teamwork approach necessary for an effective media event. Plan and produce a ten-minute current events presentation. This could take the form of a news broadcast, a panel discussion, an interview, or your own method of presenting a current topic. You will need a graphic artist to produce title, credits, etc.; reporters and script writers to gather facts and put them together; actors and announcers to take speaking parts; and a director for your presentation. If it is possible to use CCTV equipment at your school, add the technical occupations to complete your media team. Present your media event to your class. Could any one worker alone have achieved this kind of communication?

OR if you are working alone on this cluster, choose one communications career which interests you, and explore it through Career Center materials. Role-play a person in this career for the other members of your class.

COMMUNITY AND PERSONAL SERVICES OCCUPATIONS CLUSTER

Sub-Clusters:	Hotel, Lodging, and Recreation	Personal Services	Food and Beverage	Theology
Sample Careers:	Bellman A Convention Planner A-B Professional Athlete A-B-C Sports Instructor A-B-C Tour/Sightseeing Guide A-B-C	Barber B Chauffeur A Funeral Director C Hair Stylist B Manicurist B Wig Dresser A-B	Baker A-B Butcher B Caterer A-B Dishwasher A Waiter/Waitress A	Minister C Missionary A-B-C Priest C Rabbi C Religious Activity/ Education Coordinator A-C

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People in service occupations play a very important part in making our lives interesting, comfortable, and rewarding. In our urban economy, more and more of a family's earnings are being spent for services, instead of products. Experience the importance of services in your family's life. Keep a record for the next three days of the community and personal services that members of your family use. Beside each one, write what would have happened if that service had not been available to you. What is the effect on our lifestyle when these services are readily available? What would our lifestyle be like if these services were not available at all? Participate in a class or small group discussion on these topics.

CONSUMER AND HOMEMAKING RELATED OCCUPATIONS

Sub-Clusters:	Child and Infant Care	Consumer and Homemaking Related	Textiles, Apparel, & Furnishings
Sample Careers:	Baby Sitter A	Comparison Shopper A	Clothing Presser A
	Child Care Attendant A-B	Bridal Consultant A-B-C	Dressmaker A
	Foster Parent A	Family Counselor C	Interior Decorator C
	Nursery School Aide A-B	Family and Parenthood Advisor C	Tailor A-B-C
		Personal Shopper A	Weaver A

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Consumer and Homemaking Related Occupations provide an opportunity to work with people and things so that children can grow up in a happy, healthy life, families can live together happily for the benefit of each member, family income will be used to the greatest advantage, and consumer items such as clothing and furnishings will be chosen and used wisely.

One job in the consumer and homemaking field is that of a COMPARISON SHOPPER. It is this person's responsibility to look at different ways to purchase similar goods and services. For example, a comparison shopper might go to five stores to find out which had the lowest price for a pair of jeans, OR a comparison shopper might compare the cost of a casserole made with Hamburger Helper to one made with only basic ingredients.

Try a project as a comparison shopper:

1. Choose a single item - one with a specific brand name. Find out its price at five different stores. Where was the item the cheapest? Where was it most expensive? At which store would you be most likely to buy it? Are there factors other than cost which you should consider in deciding where to buy something? Share your experience in a class discussion.

   OR

2. Think of two ways to purchase the same thing. An ice cream sundae, for example, may be bought at a restaurant or made at home from ingredients bought at a grocery store. Choose a specific item (it does not need to be food) and compare two ways of purchasing that item. Find out the cost of each. Which way is cheaper? Are factors other than cost important here? Which way would you normally use? Share your experiences in a class discussion.

FINE ARTS AND HUMANITIES CLUSTER

Sub-Clusters:	Commercial Art	Craft Related	Painting/Sculpture/ Design	Musical, Singing, and Dancing
Sample Careers:	Art-Layout Worker A-B-C Automobile Designer A-B-C Display Artist C Illustrator B-C Sign Maker A-B-C	Candle Decorator A-B-C Clock/Watchmaker A-B-C Jeweler A-B-C Pottery/Ceramic Worker A-B-C Sculpture Welder A-B-C	Art Broker B-C Art Restorer B-C Critic C Painter A-B-C Sculptor A-B-C	Choreographer A-B-C Concert Singer A-B-C Dancer A-B Musician A-B-C Stage Technician A-B

Sub-Cluster:	Theatrical and Modeling
Sample Careers:	Actor/Actress A-B Entertainer A-B-C Narrator A-B-C Stage Designer B-C Stage Technician A-B

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People whose jobs are part of the Fine Arts and Humanities Cluster make our lives richer and more pleasant; they create impressions which delight our eyes, ears, our sense of humor, our understanding of what it is like to be human.

If you were able to have any career in this cluster, which one would you choose? Why? How would you feel while you were doing this job? What would you be doing in this career?

Make a poster or collage which illustrates your feelings about this career.
OR
Give a demonstration of your abilities in this career area and tell why you enjoy it.
OR
Write about your feelings in relation to this career.

HEALTH OCCUPATIONS CLUSTER

Sub-Clusters:	Medical-Dental Nutrition Related	Nursing Related	Supportive Services	Technician, Technologist, Therapist Related
Sample Careers:	Anesthetist C Dentist C Dietician C Optometrist C Physician C	Convalescent Home Aide A-B Medical Ass't. B Nurses' Aide A Orderly A Registered Nurse B-C	Hospital Administrator C Medical Photographer A-B-C Medical Records Clerk A-B Ward Clerk A-B	Audiologist C Inhalation Therapist B Laboratory Assistant Physical Therapist A-B X-Ray Technician B

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Health Occupations involve many careers; doctors, nurses, and dentists represent only a few of the occupations. There are opportunities for people who work with data and record-keeping, people who work with machines and equipment as well as opportunities to work directly with people. Gender and racial stereotypes in the health occupations are breaking down fast; no longer is the doctor always a white man in a white coat, and male nurses are in demand. The field is open to all, so:

Choose one career from the Health Occupations Cluster--you may wish to explore one that you know very little about. Use the "Career Information Worksheet" to guide your exploration of that career. Materials in your school's library or Career Center will provide you with information. When you have found out all you can about this career, consider other health workers who work in close contact with this person. List as many as you can. Share the results of your exploration with other members of your class.

INDUSTRIAL AND CONSTRUCTION OCCUPATIONS CLUSTER

Sub-Clusters:	Metalworking	Architectural, Drafting and Surveying	Construction and Manufacturing	Custodial and Building Maintenance
Sample Careers:	Machinist B Pattern Maker, Metal B Sheet Metal Worker B Tool and Die Maker B Welder A-B	Architect C Architectural Draftsman/Woman A-B Tech. Illustrator B Surveyor B-C	Carpenter B Cement Finisher B Electrician B Parts Assembler A Plasterer B Plumber B	Car Wash Attendant A Custodian Helper A Floor Waxer A Parking Lot Attendant A Window Cleaner A

Sub Clusters:	Electronics Manufacturing and Repair	Mechanics and Repairs
Sample Careers:	Appliance Repairman/Woman A Cable TV Installer A-B Electronics Assembler A Parts Assembler A TV Repair Helper A-B	Auto Body Apprentice A Auto Body Repairer A-B Bicycle Mechanic A Brakeman, Auto A-B Diesel Mechanic B Mechanic B Service Station Attendant A Tire Tester A Vending Machine Repairer A

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Careers in the Industrial and Construction Occupations Cluster offer the satisfaction of creating something, or of making something work. The locations are as varied as the "high steel" of a half-built skyscraper and a quiet, one-person small appliance repair shop. Jobs in this cluster form an important source of employment opportunities.

Interview a worker employed in an industrial or construction occupation. Ask him/her:

- What do you enjoy most about your work?
- What special training have you had that qualifies you for this position?
- Do you feel that your job is dangerous or hazardous?
- Are there frequent layoffs in your field?
- Can you work in all weather conditions?
- Do you expect to stay in this job for a while, or do you hope to find something else?
- Would you recommend this job to a young person just starting out?

Share the results of your interview with a group of your classmates or the whole class.

MARKETING AND DISTRIBUTION OCCUPATIONS CLUSTER

Sub-Clusters:	Advertising, Promotion, and Public Relations	Buying and Selling	Managerial
Sample Careers:	Advertising Solicitor A-B-C	Buyer B-C	Account Executives B-C
	Market Researcher B-C	Demonstrator A-B	Department/Floor Manager A-B-C
	Merchandiser A-B-C	Manufacturer's Representative B-C	Display Manager A-B-C
	Public Relations Director C	Sales Clerk A-B-C	Service Manager A-B-C
	Publicity Agent C	Retailer A-B-C	Store Manager B-C

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"If you build a better mousetrap," the saying goes, "the world will beat a path to your door." That's not quite true in today's world of marketing and distribution. With any new product, someone (the MARKET RESEARCHER) must find out who is most likely to use the product; someone (the PUBLICITY AGENT) must get the story to the public; someone (the BUYER) must decide to stock it in his/her store; someone (the SALES CLERK) must sell it, someone (the STORE MANAGER) must keep the store running smoothly--and this is only a very simplified version of marketing!

SIMULATE the marketing and distribution of a product. Working in a small group of students "invent (dream up) a new product which is to be marketed and sold. It might be, for example, a new brand of cereal, a household gadget or a toy. Each member of the group should choose one MARKETING AND DISTRIBUTION OCCUPATIONS job and explore it, using Career Center materials and the "Career Information Worksheet." Then meet to plan the marketing and distribution of your product. Each member should be familiar enough with the responsibilities of the career he/she studies that you can speak from the viewpoint of that career. Consider: Who do you expect to buy the product? How will you advertise it? How much should it cost wholesale? Retail? What kind of stores will sell it? Should it be demonstrated to the public? Present your product and marketing plan to your class.

OR

If you are working alone on careers in this cluster, choose one career which interests you. Explore this career with the aid of Career Center materials, then report to your class about this career in relation to a specific product; for instance, what are the duties of a buyer in the auto parts business?

PUBLIC SERVICE OCCUPATIONS

Sub-Clusters:	Military	Education	Law, Law Enforcement, and Protective Services	Public Welfare and Social Services
Sample Careers:	Air Force A	College Professor C	Attorney C	Building Inspector B
	Army A	Counselor C	Border Patrolman/Woman B	Legislator A-B-C
	Marine Corps A	Principal C	FBI Agent A-B	Mail Carrier/Worker A
	Navy A	Student Worker A	Fireman/Woman A-B	Public Health Officer B-C
	Coast Guard A	Teacher C	Prison Guard A-B	Urban Planner C

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All of the careers in public services are directed toward improving the lives of our citizens. Some workers protect our nation, others educate children and adults, help people with personal problems, make laws to regulate and improve our society, protect us from criminal activities. Most public servants are paid from tax dollars, and many people feel that taxes are too high.

From the list above, choose one public service occupation which interests you. Suppose that someone proposed doing away with that occupation in the interest of saving tax money. How would you feel? What would be the effect on the community if that particular occupation did not exist any more? Write a "Letter to the Editor" of a local newspaper explaining the use of tax dollars to pay people in your chosen occupation OR participate in a panel discussion with other "public servants" (each representing one occupation) in which each of you explains the community's need for your services.

SCIENCE AND ENGINEERING OCCUPATIONS CLUSTER

Sub Clusters:	Engineering	Life Science	Mathematics and Physical Science
Sample Careers:	Aerospace Engineer C	Agronomist C	Chemist C
	Agricultural Engineer C	Biochemist C	Geologist C
	Draftsman/Woman B	Biologist C	Laboratory Technician A-B-C
	Electrical Engineer C	Environmentalist C	Physical Scientist C
	Mechanical Engineer C	Laboratory Technician A-B-C	Researcher B-C

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More and more frequently, our leaders are turning to scientists and engineers to solve the problems we face in our nation and world. Hunger, disease, polution, diminishing natural resources: can our scientists and technologists find solutions? What major problem would you like to be able to solve through a science and engineering career? Choose an occupation in which you could work on a solution to that problem. Explore the occupation thoroughly, using Career Center materials and the "Career Information Worksheet." Report to the class on the occupation you chose and its possible usefulness in solving world problems.

TRANSPORTATION OCCUPATIONS CLUSTER

Sub-Clusters:	Air	Rail and Sea	Ground	Materials
Sample Careers:	Airline Flight Attendant A-B-C	Brakeman A	Armored Car Driver A-B	Filing Clerk A
	Air Traffic Controller B	Fireman A	Bus Driver A	Loader/Unloader A
	Flight Supervisor B	Locomotive Engineer A-B	Highway Hauler A-B	Ticket Agent A
	Flying Instructor B	Ship Captain B-C	Taxi Cab Driver A	Ticket Reservationist A
	Pilot B-C	Traffic Manager A-B	Truck Driver A-B	

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Our world is constantly on the move--people and products are shuttled from one side of town to another; household goods and families are moved from one city to another; fresh flowers and vegetables are rushed from one part of the country to another; business people and vacationers jet from one nation to another. Transportation provides the backbone for our lifestyle.

Jobs in transportation involve a variety of working conditions, from the pressure of an airport control tower to the solitude of a ship at sea. Choose <u>one</u> job from each of any <u>two</u> transportation sub-clusters, and find out about the working conditions for each. Use materials in your school's Career Center as resources. Consider:

Is this indoor or outdoor work?
What kind of working hours does this job involve?
Does a person in this career work with people a little? A moderate amount of the time? A lot?
Does this job involve working with a great deal of noise or heat?
Is there tension or pressure involved in the working conditions of this job?

Compare the working conditions from your two jobs. Is one set of working conditions more to your liking? Share the results of your investigation with other members of your class.

CAREER INFORMATION WORKSHEET

1. Every job has its own life style. For example, professional salesmen travel a great deal, spend a lot of their time entertaining clients, eat many of their meals in restaurants, sleep in hotels, etc. Career salesmen must be willing to spend a great deal of their time away from their homes and families. They must be very well disciplined, since they usually set their own time schedules. The professional salesman should have a genuine fondness for people, enjoy the stimulus of competition, and be willing to travel and meet new people and places.

   Describe in a short paragraph what you feel is important to your life style. Select a career to study based on this description of your life style.

2. List as many jobs related to this occupation as you can.

   a. b.

   c. d.

   e. f.

3. What personal qualifications should you have in order to be successful in this career?

4. What kind of training is required in order to qualify for this occupation?

5. Briefly describe the working conditions of this career:

   a. Working hours
   b. Location
   c. People you would work for and be associated with, etc.

6. Describe, in a few sentences, what you would do during an average day in this job.

7. In what ways do you think this career is important to society?

8. List several things you think you would like about this career.

9. List what you would dislike about this career.